Continuous Instructional Improvement Technology System

UNBRIDLED LEARNING

EVERY CHILD
PROFICIENT & PREPARED FOR SUCCESS
KENTUCKY DEPARTMENT OF EDUCATION

CIITS Instructional Materials Submission Process

February 2015

Version 3

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Introduction/Overview

According to Commissioner Terry Holliday, "The Continuous Instructional Improvement Technology System (CIITS) will connect standards, electronically stored instructional resources, curriculum, formative assessments, instruction, professional learning and evaluation of teachers and principals in one place, thereby improving instructional outcomes, teacher effectiveness and leadership." Although many instructional resources from reputable publishers are included in CIITS, Kentucky educators will also benefit from resources created by teachers from our state for teaching students in our state.

Partners Process

- Third-party vendors who are interested in collaborating with the Kentucky Department Education to have their **vetted** instructional materials included in CIITS will contact **Pearson-Schoolnet at Schoolnet Kentucky 1-855-HELP-4-KY.**

Kentucky Educator-Created Materials Process

The first step in sharing materials statewide within CIITS begins at the **school level.** Educators create a lesson plan, unit plan, or other content to share with colleagues at their school. New lesson plans and resources can be created and existing materials can be uploaded in CIITS using the classroom module which provides tools to assist in this process along with a user guide of instructions found in the training section of CIITS.

Each educator must comply with **copyright** and **fair use** laws. Please obtain permission for any copyrighted material(s) used to supplement the submitted resource(s). If the district purchased a license for copyrighted material and that license does not specifically allow the district to upload the product onto a site or share with other districts, then that work cannot be uploaded to CIITS. **The best approach is to cite the copyrighted works utilized and not upload the actual material(s).** Please review the CIITS **Terms of Use*** (TOU) for specifics on the licensing of CIITS materials. The TOU will outline the terms for using CIITS as well as outlining the intellectual property rights of the user.

*Access the TOU on the CIITS homepage under **Acceptable Use Policy**.

The school reviews the submitted resource (following procedures and guidelines adopted by the school) and either approves it or returns it to the author with feedback. Approved materials are then available in the CIITS school level bank for access by all school members. Schools are welcome to adopt the guidelines consider the criteria of national rubrics for evaluating quality instructional materials utilized by the Kentucky Department of Education (KDE) for their school approval process for inclusion in CIITS.

The second step in the process involves sharing vetted school level materials at the **district level.** The district reviews the submitted resource (following procedures and guidelines adopted by the district) and either approves it or returns it to the author with feedback. Approved materials are then available in the CIITS district level bank for access by all district members. Districts are welcome to adopt the guidelines and consider the criteria of national rubrics for evaluating quality instructional materials utilized by the Kentucky Department of Education (KDE) for their approval process for inclusion in CIITS.

The third and final step in the Instructional Materials Submission Process is the submission of an educator-created resource for sharing across the state. **Only materials that have gone through a rigorous school and district review and been identified as high quality should be submitted to the state level.** The state team reviews the district-submitted material (following guidelines and criteria of national rubrics for evaluating quality instructional materials utilized by KDE) and either approves it so it is accessible by all Kentucky educators or returns it to the author with feedback.

Copyright, Fair Use (Intellectual Property Rights) and Licensing

All educator-created materials in CIITS will be licensed under the following terms, and a full description can be found in the **terms of use (TOU).** The TOU outlines in full detail the terms for using CIITS as well as outlining the copyright and intellectual property rights of the user.

Each material in the CIITS State Level Bank is licensed under the **Attribution-NonCommercial License*** and grants the content user the following rights and restrictions.

- Attribution-NonCommercial License means this license lets others remix, tweak, and build upon the author's work non-commercially, and although their new works must also acknowledge the original author and be non-commercial, they don't have to license their derivative works on the same terms.
- RESTRICTIONS:
  - You may distribute this work only under the terms of this license.
  - If you reproduce you must not distort, mutilate, modify or take other derogatory action in relation to the work which would be prejudicial to the original author's honor or reputation.

***To learn more about copyright and licenses, go to Creative Commons.**

These short video clips will help you develop a basic understanding of copyright and educational use.

Copyright basics | Basic Copyright Information

The following documents will assist in furthering your understanding of copyright and intellectual property.

Copyright Basics | Teacher Copyright Chart

Naming Conventions

Naming Conventions Key

Entity making submission

Description of types of submissions

- Formula for naming convention
  - Example
    - Note or Exceptions

KDE Submitted Items

KDE educator-created items submitted to the state item bank are reviewed by a member of the state review team. For example: Kelly Clark may create a lesson plan about close reading. As a result, this type of created item would need to go through the vetting process. However, an LDC module that has been deemed "good to go" by a jurying team would be sufficient for approval.

General items

- KDE: + Title and/or Topic
  - KDE: RFK Speech Close Reading
  - KDE: Function of Phrases and Clauses

Formative Assessment Lesson or Literacy Design Collaborative Items

- KDE: + Title and/or Topic + (Formative Assessment Lesson) or (LDC)
  - KDE: Operations and Algebraic Thinking (Formative Assessment Lesson)
  - KDE: Argument about Recycling (LDC)

District Submitted Items

These are educator-created items submitted from a district to the state pending materials bank for vetting and consideration for inclusion to the state item bank. See Guiding Questions for CIITS Submission for more information.

General items

- 6 digit district/school number: + Title and/or Topic
  - 112332: Building on Greek and Latin Root Words
    - NOTE: "112" = District #, "332" = School #
    - EXCEPTIONS: If a district alone submits an item not connected to a school, use 000 after the district # in place of a school number.

Formative Assessment Lesson or Literacy Design Collaborative Items

- 6 digit district and school number: + Title and/or Topic + (Formative Assessment Lesson) or (LDC)
  - 112332: Operations and Algebraic Thinking (Formative Assessment Lesson)
  - 112332: Argument about Recycling (LDC)

When submitting items for state approval, keep in mind the audience will be statewide. The title needs to be as clear and conventional as possible. Below are some things to consider as you name or rename your item before submission.

Things Not Needed in the Title

- **Standards: they will be linked to the material after it is named**
- **References to unit numbers, lesson numbers or subject areas. These will be linked to the material after it is named.**
  - **Example: Mathematics Grade 3 Unit 1 Lesson 4**

Maintenance Policy

Each instructional material in CIITS will be reviewed and if necessary re-aligned to current standards at least once every 5 years. Materials containing broken links will be returned to the author for updates so all links are active.

Instructional Materials Rubrics (OER and EQuIP)

OER

In order to identify high-quality instructional materials, the KDE has adopted eight rubrics created by Achieve, Inc. Achieve developed these eight rubrics in collaboration with leaders from the Open Education Resource (OER) community to help states, districts, teachers and other users determine the degree of alignment of OERs to the Common Core State Standards and to determine aspects of quality of OERs. Understanding the importance of providing high quality instructional resources for Kentucky teachers, the Kentucky Department of Education has adopted these eight rubrics to evaluate materials for state submission into CIITS. Each rubric has a separate purpose and not all rubrics are used for all resources. An overview of the rubrics with steps for evaluating an OER object can be found at http://www.achieve.org/oer-rubrics. A PDF print-friendly version of the complete rubric can be found at http://www.achieve.org/files/AchieveOERRubrics.pdf.

Appendix B details OER scoring protocols

EQuIP

Content specific EQuIP rubrics, also developed by Achieve, Inc., may be used in place of the OER rubrics. The EQuIP rubrics are designed to evaluate:

- Lessons that include instructional activities and assessments aligned to the CCSS that may extend over a few class periods or days,
- Units that include integrated and focused lessons aligned to the CCSS that extend over a longer period of time,

1. The rubric is NOT designed to evaluate a single task or activity or resource,
2. The rubrics do not require a specific template for lesson or unit design.

Click on the links below to download the EQuIP rubrics

EQuIP Rubric for Lessons & Units: Mathematics (PDF)

EQuIP Rubric for Lessons & Units: ELA/Literacy (PDF)

EQuIP Rubric for Lessons & Units: ELA/Literacy Grades K-2 (PDF)

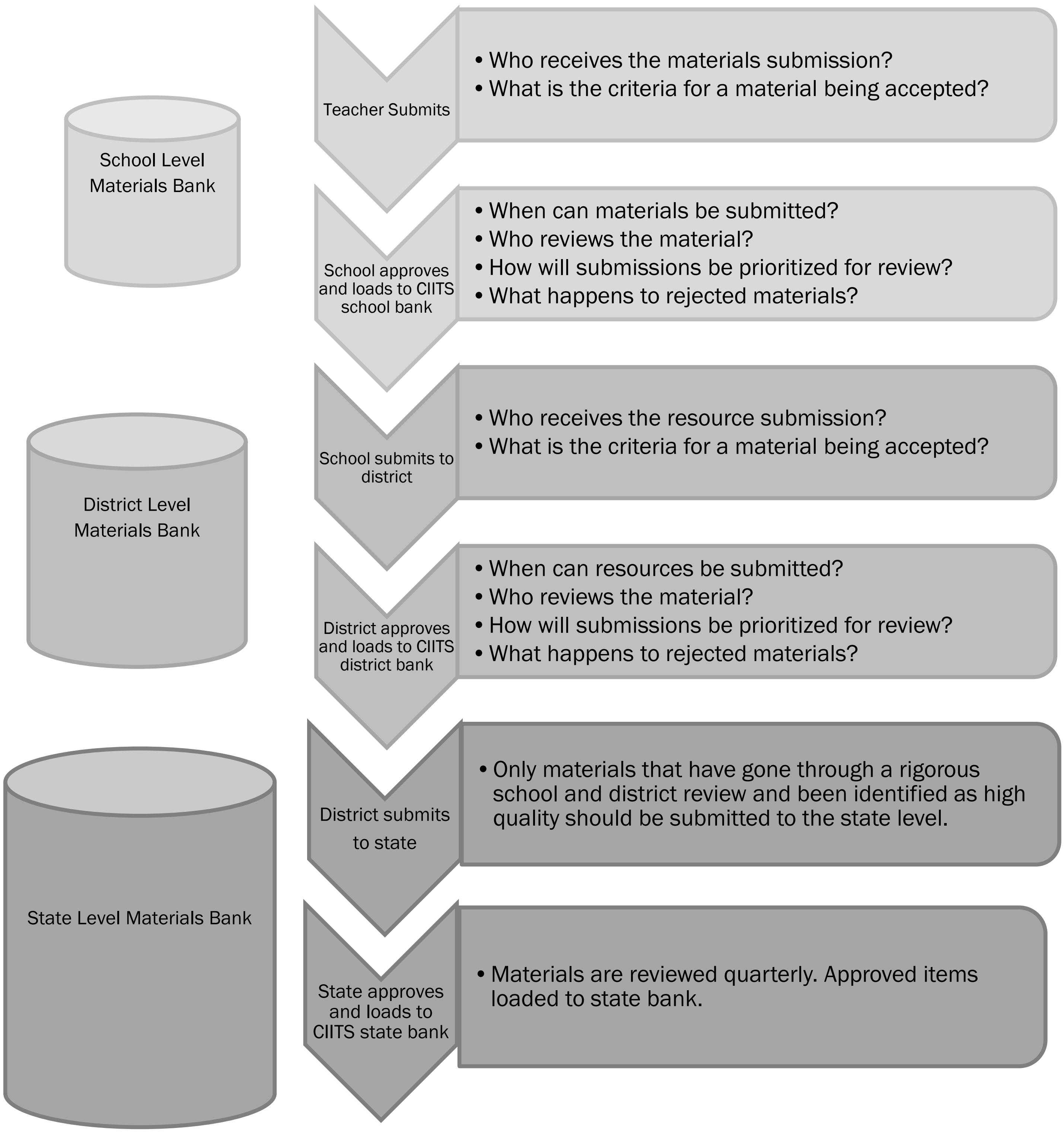
EQuIP Rubric for Lessons and Units: Science (PDF)

Appendix B details EQuIP scoring protocols

Guiding Questions for CIITS Instructional Materials Submission Process Development

The school or district process for CIITS resource submission includes guidance on resource quality and requirements as defined by the school and/or district. State level guidance and technical requirements are outlined for the CIITS state materials submission process and may be used by schools or districts as they develop a school or district level process. (Appendix A and B)

Guiding Questions for CIITS Instructional Materials Submission Process Development and State Level Process Overview



Assessment Item Quality Review Process

Once assessment items/tasks are submitted for inclusion into CIITS, they should be vetted. Reviewers should take into account the following criteria before approving them for inclusion into the bank.

1. Alignment to Standards—Does the item/task meet the intent of the identified standard?
2. Cognitive Demand—Does the item/task require the student to apply knowledge or just offer recall? While it is not inappropriate to ask students for basic recall information, it is important for students to demonstrate understanding through high cognitive demand and application.
3. Multiple Choice—Are the distractors plausible? In order to elicit evidence of student understanding, the distractor presented should ***not*** be silly or irrelevant. Plausible distractors could be 1) common errors or misconceptions, 2) true statements, but do not answer the question given, 3) paraphrased incorrectly. Such questions should not include "all of the above" or "none of the above."
4. Consider any additional CIITS assessment types necessary such as:
   - True/False
   - Gridded Response
   - Open Response
   - Inline
   - Matching
   - Hot Spots
   - Drag & Drop
   - Click Stick Click Drop
   - Task
5. Keep in mind assessment items that have been co-authored can also be submitted to the state level assessment item bank. Co-authoring of assessments is a good way to support team teaching and collaboration. For example, the school Library Media Specialist can work with other teachers to create content specific assessments in support of literacy skills.
6. Additional Support Resources-support materials can be found at this link under the Classroom Assessment Module category.

Appendix A

Materials Approval Workflow and Best Practices

Powered by:

The materials approval process enables teachers to submit lesson plans or resources which may benefit other teachers for review at the campus and/or district level.

This document is designed to help you:

- Understand the materials approval workflow
- Understand the roles required to utilize this process
- Consider best practices related to the materials review process

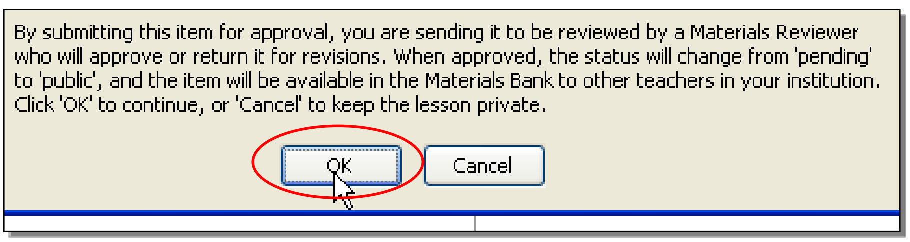
SUBMIT A MATERIAL FOR APPROVAL

Any user can submit material for approval.

To submit a material:

Locate the desired material and click **Submit for Approval**. This submits the material to be reviewed by a designated Materials Reviewer.

A dialog box appears indicating that you are about to submit a material for review. If approved, the item's status will change from Private to Public. Click **OK**.



After the Materials Reviewer reviews your lesson, you will receive an email indicating that it is now:

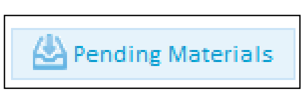
- **Public** and available to others at your school in the **School Materials Bank.**
- Still **Private** and may require revisions. You can access your material in **My Materials.**

Once a material has been approved at the School level, this process can be repeated to submit the material for approval at the District level. Materials in the District materials bank can also be sumitted for approval at the State level. The State will review materials submitted for approval on a quarterly basis.

APPROVE A PENDING MATERIAL

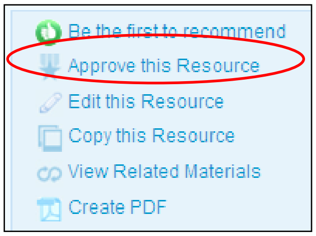
Users who are permissioned to do so can approve submitted material.

To approve materials:

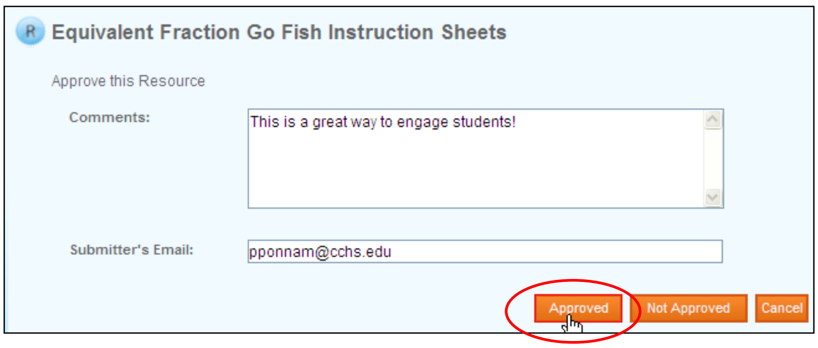
1. Go to **Classrooms** > **Instructional Materials**.
2. Click 

.
3. Click the title of a pending material. Review the material.

4. Click **Approve this Lesson/Resource** (regardless of whether you intend to approve or request revisions).



5. Enter a comment to the author if desired. Click **Approved** or **Not Approved**. The author will receive an email with your comments. If approved, you will see a confirmation message and the lesson is **public** at the school materials bank. If Not Approved, the material will revert to a status of **private** in the author's **My Materials** and may be edited for resubmission.



REQUIRED ROLES

Who can submit materials for approval?

- All school-based users who can create materials can submit those materials for approval at the school level.
- School-level materials approvers can submit materials for approval at the District level.
- District level materials approvers can submit materials for approval at the State level.

Who can approve materials for a **school** materials bank?

- In order to approve materials to a school materials bank, a user's default institution must be a specific school and they must have the Review Instructional Materials operation.

Who can approve materials for a **district** materials bank?

- In order to approve materials to a district materials bank, a user's default institution must be the district and they must have the Review Instructional Materials operation.

BEST PRACTICES

Who might best serve as Materials Approvers?

- At the school level: Department Chairs, Instructional Specialists, and Administrators.
- At the district level: Curriculum Coordinators, Content Area Specialists, and Instructional Coaches

How might we ensure the quality and consistency of materials approved for school/district materials banks?

- Identify exemplar lesson plans by using rigorous rubrics and make the instructional materials public in school and district materials banks.
- Establish a consistent naming convention for submitted materials.
- Consider utilizing the State Materials Rubric or develop and utilize a local rubric for evaluating all materials submitted for approval.

Appendix B
Part 1 OER
Part 2 EQuIP

Part 1
OER On-Site Calibration and Scoring Protocol

To help users determine the degree of alignment of materials to the Common Core State Standards, and to determine aspects of quality of those items, Achieve has developed eight rubrics in collaboration with leaders from the Open Educational Resources (OER) community. The following procedure is designed to build capacity for materials review, rubric calibration and scoring of items submitted to CIITS. The protocol should be facilitated by someone who is familiar with the calibration and scoring process.

- Reviewers watch each of the Achieve OER Evaluation Rubrics training videos for guidelines related to each of the eight rubrics.
- Each participant should have a copy of the submitted item, Kentucky Core Academic Standards (KCAS), extra rubrics, scoring sheets, and any other related materials that will help reviewers evaluate materials.
- Explain procedures and ground rules.
- Ground rules:
    - Only one person speaks at a time
    - Wait to be called on
    - No side conversations, please
    - Respect the comments of others
- Designate a recorder to note any issues, record discussions, and log final scores for each box.
- Individual reviewers score an item, marking scores on the appropriate rubric. Consider the majority of evidence to determine where an item falls.
- When everyone has finished, ask for a show of hands for an overall score.
- Work from Rubric I through Rubric VIII, asking for an overall initial score. Then ask volunteers to support the evaluation, citing evidence to support the score. Generally, start with someone who is most supportive of the item and work towards other appropriate categories. This discussion takes quite a bit of time, depending upon the item. At the end of the discussion, take another vote to determine the final score for that rubric.
- The second scorer should not look at first evaluator's score until his/her own evaluation is completed. At that point, if both scorers agree, record the scores for item. (Both scorers should fill out a score sheet).
- If there is a discrepancy, then a discussion takes place to determine the final score. If agreement is reached, one of the scorers changes his/her score sheet to match the other score.
- If the two scorers cannot come to agreement, then a third reader or table leader reviews the item and determines the final score. That reader also fills out a third rubric and includes it inside the task. He/she will also fill out a score sheet.
- Try to double score as many items as possible before the end of the session so that a validation can be made on as many items as possible. Validations will only be made on tasks that have been double scored.

Adapted from the On-Site Calibration and Scoring Protocol, Rhode Island Department of Education, http://www.ride.ri.gov/highschoolreform/dslat/pdf/por_100203.pdf , Oct. 2005

Rubric Scoring Sheet

Evidence Rating: **3**: Superior **2**: Strong **1**: Limited **0**: Very Weak/ None **N/A**: Rubric Not Applicable

Rubric	Evidence	Comments/Considerations
1. Degree of Alignment to Standards		
2. Quality of Explanation of the Subject Matter		
3. Utility of Materials Designed to Support Teaching		
4. Quality of Assessment		
5. Quality of Technological Interactivity		
6. Quality of Instructional and Practice Exercises		
7. Opportunities for Deeper Learning		
8. Assurance of Accessibility		

Additional Comments:

Part 2

EQuIP Quality Review Process

EQuIP Quality Review: Process & Dimensions

EQuIP (Educators Evaluating the Quality of Instructional Products) is an Achieve initiative designed to identify high-quality materials aligned to the Common Core State Standards (CCSS).

The objectives are two-fold:

- To build the capacity of educators to evaluate and improve the quality of instructional materials for use in their classrooms and schools; and,
- To increase the supply of high-quality lessons and units aligned to the CSSS that are available to elementary, middle, and high school teachers as soon as possible.

EQuIP Rubrics and Quality Review Process

The EQuIP rubrics for English language arts (ELA)/literacy and mathematics were designed to evaluate lessons and units on their quality and alignment with the CCSS. The criteria within the

EQuIP ELA/literacy and mathematics rubrics are organized into four dimensions:

1. Alignment to the depth of the CCSS;
2. Key shifts in the CCSS;
3. Instructional supports; and
4. Assessment.

As educators examine instructional materials through the lens of each dimension, they are able to generate criterion-based, evidence-cited commentary and ratings on the quality and alignment of instructional materials.

Getting Started

It is helpful to first orient yourself to all of the materials necessary to complete an EQuIP Quality Review. These materials will include the lesson or unit being evaluated, including any texts or rubrics utilized by teachers or students, a copy of the Common Core State Standards, and an EQuIP Rubric Feedback form. As this is a collegial process, reviewers working together should introduce themselves to one another.

Principles & Agreements

Adhering to the EQuIP principles and agreements creates a collegial environment in which reviewers can develop criterion-based suggestions for improving the alignment and quality of instructional materials. It is vital to the process to create a collegial environment, recognizing both that it is challenging to create high-quality instructional materials and that it is necessary to receive quality feedback in order to improve these materials.

1. CCSS: Before beginning a review, all members are confident in their knowledge of the CCSS.
2. Inquiry: Review processes emphasize inquiry and are organized in steps around a set of guiding questions.
3. Respect & Commitment: Each member of a review team is respected as a valued colleague and contributor who make commitments to the EQuIP process.
4. Criteria & Evidence: All observations, judgments, discussions, and recommendations are criterion- and evidence-based.
5. Constructive: Lessons/units to be reviewed are seen as “works in progress.” Reviewers are respectful of contributors’ work and make constructive observations and suggestions based on evidence from the work.

6. Individual to Collective: Each member of a review team independently records his/her observations prior to discussion. Discussions focus on understanding all reviewers' interpretations of the criteria and the evidence they have identified.

7. Understanding & Agreement: The goal of the process is to compare and eventually calibrate judgments to move toward agreement about quality with respect to the CCSS.

Giving Feedback

The goal of EQuIP is to support the education community in the development of exemplary curriculum; constructive feedback and comments are fundamental to improving the materials.

Reviewers should consider their audience and purposes when crafting the tone and content of their comments. It is critical to read every page of a lesson or unit. Writing effective feedback is vital to the EQuIP Quality Review Process. Below are the four qualities of effective feedback.

• Criteria-based: Written comments are based on the criteria used for review in each dimension. No extraneous or personal comments are included.

• Evidence Cited: Written comments illustrate that the reviewer identified evidence in the lesson or unit that address each criterion of a given dimension. Examples are provided that cite where and how the criteria are met or not met.

• Improvement Suggested: When improvements are identified to meet criteria or strengthen the lesson or unit, specific information is provided about how and where such improvement should be added to the material.

• Clear Communication: Written comments are constructed in a manner keeping with basic grammar, spelling, sentence structure and conventions.

Using the EQuIP Rubric Feedback Form

The feedback forms are organized by Dimension, with Dimension I on the first page and subsequent dimensions on the following pages. Each page in the form allows the reviewer to indicate the criteria that the lesson or unit met, a space to provide criterion-based feedback, and a space to assign a rating to the dimension. The last page of the form is used by the reviewer to assign the lesson or unit an overall rating and summary comments.

EQuIP Quality Review Steps

Step 1: Review Materials

• Record the grade and title of the lesson/unit on the Quality Review Rubric PDF.

• Scan to see what the lesson/unit contains and how it is organized.

• Read key materials related to instruction, assessment and teacher guidance.

• In ELA, study and measure the text(s) that serves as the centerpiece for the lesson/unit, analyzing text complexity, quality, scope, and relationship to instruction.

• In math, study and work the task that serves as the centerpiece for the lesson/unit, analyzing the content and mathematics practices the tasks require.

Guidance for facilitators:

During Step 1, reviewers should not try to read every word of the lesson/unit from start to finish, but rather get an overall idea of what is contained in the instructional materials. It is particularly important that reviewers read the text(s) and look for the quantitative and qualitative measures of text(s) complexity or study and work the tasks that are central to instruction.

Explain that reviewers should not use the EQuIP Rubric during Step 1. Reviewers will have ample opportunity to think deeply about the criteria in each dimension during subsequent steps of the review process. If the materials are not clearly labeled, it is necessary to determine if the materials should be reviewed as a lesson or unit. EQuIP generally defines a lesson as one to ten days of instruction and a unit as two to ten weeks of instruction; however, reviewers should use their professional judgment when making this determination. Please consider if it would be appropriate to apply the additional criteria given the purpose of instruction and the standard(s) the materials target.

Step 2: Apply Criteria in Dimension I: Alignment to the Depth of the CCSS

- Identify the grade-level CCSS that the lesson/unit targets.
- Closely examine the materials through the "lens" of each criterion.
- Indicate each criterion for which clear and substantial evidence is found.
- Record evidence and specific improvements needed to meet criteria or strengthen alignment.
- Compare observations and suggestions for improvement.

Guidance for facilitators: The criteria may only be checked if there is clear and substantial evidence of the criterion (there are no "half-checks"). There may be instances when reviewers find clear and substantial evidence of a criterion and there are still constructive suggestions that can be made. In such cases, reviewers may provide feedback related to criteria that have been checked.

Step 3: Apply Criteria in Dimensions II–IV

- Examine the lesson/unit through the "lens" of each criterion.
- Indicate each criterion met and record observations and feedback.

When working in a group, individuals may choose to compare observations and suggestions for improvement after each dimension or wait until each person has rated and recorded all input for Dimensions II–IV.

Step 4: Apply an Overall Rating and Provide Summary Comments

- Individually review comments for Dimensions I–IV, adding/clarifying comments as needed.
- Individually write summary comments on the Quality Review Rubric PDF.

When working in a group, individuals should record summary comments prior to conversation.

Guidance for facilitators:

If reviewers are going to stop a review at Dimension I, take time to make sure the criteria are absent.

There may be instances when reviewers find clear and substantial evidence of a criterion and there are still constructive suggestions that can be made. In such cases, reviewers should provide feedback related to criteria that have been checked.

It's acceptable to give a "3" rating without having all of the criteria checked within a dimension.

It's about supporting with evidence regardless of the rating a reviewer gives. If recommendations for improvement are too significant, then the rating should be less than a

"3."

There should be a relationship between the number of checks and the overall rating. There shouldn't be huge misalignment, but it comes down to professional judgment. Reviewers should stand back and look at the review in its totality.

Step 5: Compare Overall Ratings and Determine Next Steps

- Note the evidence cited to arrive at summary comments and similarities and differences among reviewers. Recommend next steps for the lesson/unit and provide recommendations for improvement to developers/teachers.

For more information and/or additional materials, please see the EQUiP website at www.achieve.org/equip.

EQuIP Training Materials

These training materials are designed to be comprehensive, allowing an individual or group to gain understanding of the EQuIP rubrics and complete a quality review process. The materials provided for each session include facilitator's notes, slide deck and a single lesson or unit for review, as well as any additional materials needed to complete the review process.

The training materials are specific to the EQuIP rubrics (ELA and Math), however, the EQuIP science and Kentucky created rubrics are developed from EQuIP and training can be modified or presented as is to meet reviewer needs.

EQuIP e-learning modules

EQuIP presents the quality review process as a series of three e-learning modules that also walk participants through the protocol to review materials.

Appendix C
LDC Rubrics and Jurying process

Literacy Design Collaborative

Validating CCSS Alignment. LDC—in partnership with Stanford's Center for Assessment, Learning, and Equity—has created a process to validate the CCSS alignment of LDC-created content. The SCALE-created "jurying" process looks at how richly the tasks and modules engage academic content and build CCSS-aligned skills. Jurying can provide thoughts on how to improve each module, and it is also used to identify modules that are ready to share and to spotlight those that reach the especially high standards for "exemplary" LDC designs that are now in the LDC Library accessible through CoreTools.

For free access to the full suite of LDC tools and resources for professional learning and teacher implementation, teacher-created modules, jurying tools and a student work protocol for educators: http://ldc.org/how-ldc-works/overview

For direct access to the LDC jurying function: https://coretools.ldc.org/#/home

HANDBOOK FOR LDC JURORS*

National Jurying Edition—2014–15

* Excerpts of the Handbook were used due to the state specific focus and space constraints, the full handbook can be found here: https://docs.google.com/document/d/1YXKfMYj9bEqgotLqb5JoR899AhjEt8j9lGmkYGfG2EM/edit

What are the most important features of the LDC jurying process?

The LDC jurying process:

- Is ***evidence-based***, calling for jurors to read modules closely and identify specific features that lead to each rating decision.
- Applies ***common criteria*** set in the LDC Jurying Rubric rather than individual jurors' views of what makes for module quality.
- Weighs the ***preponderance of evidence*** in each decision about individual dimensions, the task as a whole, and the instructional ladder as a whole.
- Seeks ***pair-wise consensus*** in a socially moderated process in which two jurors score the module individually and then discuss the evidence to develop joint scores they can both support.
- Generates ***actionable feedback*** for module writers, including recognition of important strengths and suggestions about elements that can be improved.

Jurying is a disciplined way of reviewing artifacts, considering evidence, and making judgments to come to defensible conclusions about the quality of an LDC module. The criteria in the LDC Jurying Rubric were carefully developed through a consensus of LDC founders, literacy and assessment experts, and the national LDC community. The dialogue between jurors as they work toward consensus scoring promotes deeper, more consistent application of the rubric and strengthens the LDC community through professional conversations that result in the exchange of ideas and expertise.

What is "formative" or "local" LDC jurying?

Teachers, coaches, and others across the community of practice are encouraged to use and are supported in using the LDC Jurying Rubric, LDC CoreTools, and other jurying-related resources while authoring modules, in formal coaching relationships, for professional development, to self-assess LDC modules during and after authoring, and to provide structured feedback to one another in professional learning communities. The jurying functionality in LDC CoreTools provides flexibility for jurying in all of these use cases.

Additionally, LDC encourages schools, districts, networks, and professional learning communities to establish their own formalized local jurying systems that suit their needs. For example, some LDC partners fully jury their own modules in a process mirroring the national jurying process, which both enables them to "own" and leverage the power of jurying and helps them identify the best possible modules to submit for national jurying.

The LDC Jurying Rubric

How is the 2014–15 rubric organized?

The rubric supports scoring of four dimensions of LDC teaching tasks and three dimensions of LDC instructional ladders, leading up to holistic scores for each task and ladder. The scoring options are *Exemplary*, *Good-to-Go*, and *Work-in-Progress*, and space is provided for comments that explain the scores and identify opportunities for improvement.

What are the dimensions of LDC teaching tasks and instructional ladders?

The rubric looks at four task dimensions and three instructional ladder dimensions, each framed by a guiding question, as shown below:

TASK DIMENSION	GUIDING QUESTION
Task Clarity and Coherence	Does the teaching task, along with texts, content, and student product, have a clear and coherent purpose and focus, allow for diverse responses, and require students to respond to texts?
Content	Does the teaching task build students' content knowledge, enduring understandings, and complex, higher-order thinking skills central to the discipline?
Texts	Are the provided text(s) engaging, authentic, accessible, tightly relevant to the prompt, and appropriately complex, requiring students to apply CCSS reading skills?
Writing Product	Does the teaching task engage students in applying CCSS writing skills to produce writing in a genre that is appropriately challenging, central to the discipline, and appropriate for the task content?

INSTRUCTIONAL LADDER DIMENSION	GUIDING QUESTION
What Skills?	Does the Skills List address the specific demands of the teaching task, include CCSS reading and writing skills that are appropriate for the grade level, and support access to the texts and completion of the teaching task?
What Instruction?	Do the mini-tasks, instructional strategies, and materials provide students with opportunity to develop grade-level CCSS reading and writing skills and sufficient support to complete the teaching task successfully?
What Results?	Has the module been taught, and does it include student work samples that have been scored and/or annotated?

What do the *Exemplary*, *Good-to-Go* and *Work-in-Progress* scoring levels mean?
The three levels are defined as follows:

✓ ***Exemplary*:** The module can be used with students with high confidence in the intended results, can be used or easily adapted by other educators, and is a model for emulation.

Modules scored at the Exemplary level are impressive LDC designs. For example, their teaching tasks call for students to engage in reading, thinking, and writing around content and texts central to a discipline, and their instructional ladders provide clear, customized, tightly aligned steps for students to develop needed skills and complete the teaching task. Starting with the 2014–15 edition of the rubric, an Exemplary rating also indicates a module that shows close attention to grade-level, discipline-specific Common Core State Standards for reading and writing and that includes samples of student responses to the teaching task.

✓ ***Good-to-Go:*** The module can be used with students with some confidence in the intended results.

Modules scored at the Good-to-Go level have many strong features, and they are likely to yield good results with students. They are clear, focused designs for students to read and write about issues within a content area. Compared to Exemplary modules, they may be less customized and detailed, offer less focus on discipline-specific approaches to literacy and thinking, or engage content and texts that are not as central to the discipline under study.

✓ ***Work-in-Progress:*** Some aspects of the module need revision in order to be a useful assignment for students.

Modules scored at the Work-in-Progress level often have some elements that show strong potential, but also have one or more significant problems that suggest a clear need for improvement before they are shared widely for use with students.

LDC anchor modules provide examples to illuminate what is meant by each score level. Each LDC juror's training includes active work with those anchors to develop a deeper sense of expectations outlined in the rubric.

What are the scoring criteria for each dimension of the teaching task and instructional ladder?
Those criteria, called indicators, are listed as bullet points within the rubric. There are *Work-in-Progress*, *Good-to-Go*, and *Exemplary* indicators for each task dimension and each instructional ladder dimension. Jurors read the module and mark the indicators that are supported by evidence. For any given dimension, that may mean marking indicators for one, two, or all three scoring levels. Then jurors use ***a preponderance of the evidence*** approach to decide which score is most appropriate for the dimension as a whole.

Must a dimension be *Good-to-Go* before it can be scored *Exemplary*?

Yes. *Exemplary* scoring is cumulative: to be scored *Exemplary*, the dimension must first qualify as *Good-to-Go*. In the text versions of the rubric, this cumulative element is clearly shown, saying that *Exemplary* means showing the *Good-to-Go* characteristics and also having *Exemplary* features.

What are the criteria for the task and the instructional ladder holistically?

The rubric provides holistic descriptions for scoring the task as *Work-in-Progress*, *Good-to-Go*, or *Exemplary*, and a separate set of descriptions for scoring the instructional ladder at the same three levels. Looking at all the dimension scores and the evidence supporting those scores, jurors are again asked to take a ***preponderance of the evidence*** approach to determining those two overall scores.

If the task is scored *Work-in-Progress*, can the instructional ladder be *Exemplary*?

No. For the ladder as a whole to be scored as *Exemplary*, the task must score higher than *Work-in-Progress*. The ladder can be *Exemplary* if the task is *Good-to-Go* or *Exemplary*.

If the module does not include student work, can the ladder be *Exemplary*?

No. Starting with the 2014–15 rubric, instructional ladders can only be scored *Exemplary* if they have sample student work attached. The ladder can be scored *Exemplary* if the sample work is attached without scored rubrics or annotations, if jurors decide that a preponderance of the evidence from the skills, instruction, and results section of the rubric support that judgment.

How is the 2014–15 rubric different from earlier versions?

As just noted, ***student work*** must now be attached before an instructional ladder can receive *Exemplary* as its holistic score.

Grade-level CCSS reading and writing standards are now an emphasis throughout the rubric. Earlier editions of the rubric valued CCSS-related work but did not push for attention to the grade-by-grade progressions expected by Common Core.

Teacher Work is no longer a separate scoring dimension for the instructional ladder. There is still an expectation that the module include sufficient information to be adopted or adapted by other teachers, but it is embedded in the instruction dimension.

Writing Product is now the name of the task dimension that was called *Student Product* in previous editions of the rubric. Jurors understandably sometimes confused the teaching task's *Student Product* with the instructional ladder's *What Results?* dimension. To be clear, for *Writing Product* jurors should rate the quality and rigor of the final written assignment students are asked to produce in response to the teaching task; for *What Results?* jurors should evaluate to what extent the teacher has provided samples of scored student work as evidence of the module's effectiveness.

Jurying in LDC CoreTools

All jurying is conducted entirely within the LDC CoreTools system. There is a downloadable paper version of the rubric in Appendix D of this document.

Click here for a brief screencast that demonstrates everything you need to do to manage, conduct, and submit individual and consensus reviews in LDC CoreTools for national jurying.

For a general explanation on how to jury in LDC CoreTools, see below.

Navigating the jurying functionality in LDC CoreTools

The first action you can take is to start your individual review. You cannot view your partner's review or begin the consensus review until you and your partner have submitted your respective individual reviews.

Whenever you are jurying a module in LDC CoreTools, you will have special access to the module for jurying purposes. Navigating the module itself is simple since it lives inside of LDC CoreTools—you navigate through it just like you can for any other module. The module itself is "View Only" for you, but you will have access to (1) the Jurying Control Panel on the bottom part of the screen and (2) the in-line comment functionality on the right-hand side of the screen. See an annotated screenshot of this here.

You can return to the "Jury" tab at any time to monitor and manage all jurying requests you have. If you're viewing the module that you're assigned to jury—but you've closed out of the jurying control panel—you can resume jurying at any time by scrolling to the bottom of the module, where you'll find that module's "Jurying Table," or you can return to the "Jury" tab.

Completing an individual review in LDC CoreTools

A properly trained juror should find LDC CoreTools to be intuitive to use for engaging in the actual jurying of a module. Once a jury review is initiated and the jurying control panel appears, there are only a few basic actions to complete:

(1) Navigate between the two sections of the Jurying Rubric—"Teaching Task Scoring Guide" and "Instructional Ladder Scoring Guide."
(2) Navigate between the various dimensions within each section of the Jurying Rubric.
(3) Mark applicable indicators on the Jurying Rubric for each and every dimension.
(4) Mark the rating you've determined for each and every dimension.
(5) Leave clarifying comments and feedback to module authors for revisions using the rubric's "Comments" feature.
(6) Leave optional "in-line" comments throughout the module.
(7) Submit the review.

Going from individual reviews to a consensus review in LDC CoreTools

When in the process of individually reviewing a module for national jurying, you have sole access to the review—no other users can access your review. Even after submitting your review, the only other user who has access to it will be your assigned jurying partner—he or she will be able to view your individual review. Meanwhile, you are also able to view your partner's review of the same module. You'll be able to access your individual review as well as your partner's individual review from your jurying queue within the LDC CoreTools "Jury" tab. Nobody else is able to access these reviews. Here is a screenshot that shows how you and your partner can view each other's individual reviews before beginning a consensus review together.

Once you and your partner have had a conversation and come to consensus on how to formally rate the module together, one of you can initiate the consensus review from your jurying queue or from the module's jurying table. You can either copy one of the existing individual reviews to use as the basis for consensus, or you can start a fresh review (click here to see those options). Both jurying partners will have view and edit access to this consensus review, although it's easiest if just one partner edits the review at a time.

After you and/or your partner has completed the consensus review that you both agree with (see "Completing an individual review in LDC CoreTools" above, as completing a consensus review is identical to completing an individual review), you can submit the consensus review.

Shortly after submitting the consensus review of the module, the module authors will receive the consensus review—they will not have access to the individual reviews.

Both you and your partner will continue to have "view" access to your individual and consensus reviews for that module from your "Jury" tab, but you will no longer be able to edit the reviews.

Scoring the Teaching Task

As a juror, your work on a module in LDC CoreTools will have three major phases: scoring the teaching task individually, scoring the instructional ladder individually, and developing consensus scores with another juror. In this section, you will find more detailed guidance on how to score a module's teaching task.

Step 1: Read the module sections that provide evidence about the task
Please read the following sections at the beginning of the module as the evidence for scoring the teaching task:

- Module overview
- Teaching task prompt
- Common Core State Standards
- Content standards
- Texts
- Background for Students

You do not need to read the teaching task rubric or the extension, because the rubric should come direct from an LDC Task Template Collection and not need further review, and the extension is an optional element

Please do not read the rest of the module at this point. For jurying, the teaching task should stand on its own.

Step 2: Score each dimension of the task separately
Start with ***Task Clarity and Coherence***. Read the guiding question and the indicators for each scoring level.

Mark the indicators that you think apply. For each one you mark, be sure you can point to evidence in the module sections you have read to support your decision.

Next, decide whether the entire dimension is *Work-in-Progress* or *Good-to-Go* by looking at the ***preponderance of evidence*****.** Preponderance of evidence focuses on the strength and quality of the evidence rather than on quantity, and it requires professional judgment as to which evidence should get the greatest weight.

If a dimension is *Good-to-Go*, consider whether it deserves an *Exemplary* score based on any *Exemplary* indicators you have marked, again looking at the preponderance of evidence.

If you are struggling to decide how to weigh the varied evidence, pull back and look at the guiding question again.

Move on to ***Content***, and repeat the process.

For ***Texts***, repeat again. If the teaching task uses an "after researching" template, it can be appropriate for the text section be blank. In that situation, you can leave the text dimension unscored. (In this situation, please do plan to check the instructional ladder closely for elements that equip students to make sound selections.)

For ***Writing Product***, repeat the process one more time. Some jurors have asked whether they should be looking at work from students at this point, and the answer to that question is *No*. This part of the rubric is about the quality of the task itself, so you are looking at the wording that tells what students will be asked to produce. (Later, in the *What Results?* part of the rubric, sample student work will be relevant.)

As you work through this process, you will be looking at the elements of the task from multiple angles, probably reading and rereading and developing an increasingly strong understanding of what students are and are not asked to do. As your thought deepens, you may want to revise some of your scoring for the earliest dimensions you work on. Feel completely free to make those revisions as your understanding deepens.

EXAMPLES OF FATAL FLAWS

A *work in progress* score is appropriate if the task has even one significant problem that clearly requires revision to create a useful assignment for students. For example, it can be a fatal flaw if the task:

- Is confusing or internally contradictory.
- Is not text-dependent, meaning students could answer it without closely reading the assigned texts.
- Takes on a content topic that is much too large and not well supported by the texts being assigned.
- Takes on a content topic that is much too small and does not require development of significant reading and writing skills.
- Begins with a big and important question, but does not call for student reading and writing that will answer that question effectively.

Step 3: Score the entire teaching task holistically

Read the holistic description for tasks that are *Exemplary*, *Good-to-Go*, and *Work-in-Progress*.

Note that your role is to take the evidence you have gathered and the scores you have assigned for each dimension and "roll up the evidence" to select a single score for the entire teaching task that best communicates the task's quality.

First, decide whether the task is *Work-in-Progress* or *Good-to-Go*. You are looking for the preponderance of evidence and making a professional judgment about the relative importance of the evidence you see. That means that one significant problem with the prompt, the content, or the texts may be enough to justify giving an entire task a *Work-in-Progress* score. The box to the left gives important examples of this kind of fatal flaw.

However, if the weaknesses are smaller and the *Good-to-Go* indicators largely fit, *Good-to-Go* may be a sound holistic score for the task.

If the task is *Good-to-Go*, the next step is to decide whether it qualifies as *Exemplary*. Again, apply professional judgment to decide whether the task has enough of the additional strengths of *Exemplary* work.
Finalize the holistic score you would give individually.

Step 4: Add comments to explain your scores and share feedback for improvement

Think of your comments as addressed to the module authors, writing with respect for the work they have put into it and appreciation for their willingness to let you and other LDC practitioners see their designs.

With that audience in mind, add comments that:

- Recognize the most important strengths in each dimension and the task as a whole.
- For any *Work-in-Progress* indicators, add enough explanation to allow the authors to see the problem. For example, if you marked that the prompt wording is unclear, explain which phrase was confusing. When you can, offer suggestions for changing those flaws.
- Identify ways the task can be made stronger.

Please do not offer assurances that particular changes will lead to higher jurying scores. For example, please do not include phrases like "To revise to *Good-to-Go*, do _____" or "This dimension can become *Exemplary* if you _____."

You may optionally also add "in-line" comments throughout the teaching task sections of the module to draw specific attention to comments you have at certain points.

Scoring the Instructional Ladder

In this section, you will find more detailed guidance on how to score a module's instructional ladder.

As you begin scoring the instructional ladder of the module, keep in mind the specific demands of the teaching task, which should guide skills selection, mini-task development, and instructional materials that will support students in completing the teaching task.

Step 1: Review the *What Skills?*, *What Instruction?*, and *What Results?* sections of the module
Use these three sections as your main sources of evidence for scoring the instructional ladder. As you score, you will also be looking back at the task section, evaluating the quality of support for the work the task requires.

Step 2: Score each dimension of the instructional ladder
Start with the ***What Skills? dimension***, reviewing the guiding question and then the indicators.

Mark the indicators that apply to the skills list, based on the evidence you see.

Looking at the dimension as a whole and the indicators you have marked, weigh the preponderance of the evidence and decide whether the skills list is a *Work-in-Progress* or *Good-to-Go*. Then, if the skills list <u>is</u> *Good-to-Go*, consider any indicators you have marked for *Exemplary*, and weight the ***preponderance of evidence*** again to decide whether an *Exemplary* score fits. (As with the task, this decision about is cumulative: a task must qualify as Good-to-Go before it can be identified as *Exemplary*.)

Repeat the same steps for the ***What Instruction? dimension***. This dimension has more indicators and more text than any of the others: expect your search for evidence to take the longest as a result.

Finally, repeat the process for the ***What Results? dimension***. Here, scoring is based on whether student work samples are attached, whether different scoring levels are represented, and whether scored rubrics are attached. Jurors are not asked to review the work samples or the scoring.

Step 3: Score the full instructional ladder holistically
Based on the holistic descriptions for the instructional ladder, plus the evidence you considered in scoring

each dimension, decide which rating fits best based on a ***preponderance of the evidence***. Remember that for the instructional ladder to be scored at the *Exemplary* level, two added requirements apply:

- The teaching task must be either *Good-to-Go* or *Exemplary*
- Student work samples must be included.

Step 4: Provide comments to explain the scores and share feedback for improvement
Think of your comments as addressed to the module authors, writing with respect for the work they have put into it and appreciation for their willingness to let you and other LDC practitioners see their designs.

With that goal in mind, add comments that:

- Recognize the most important strengths in each dimension and the ladder as a whole.
- For any *Work-in-Progress* indicators, add enough explanation to allow the authors to see the problem. For example, if you marked that the prompt wording is unclear, explain which phrase was confusing. When you can, offer suggestions for changing those flaws.
- When appropriate, identify ways the instructional ladder can be made stronger.

Please do not offer assurances that particular changes will lead to higher jurying scores. For example, please do not include phrases like "To revise to *Good-to-Go*, do _____," or "This dimension can become *Exemplary* if you _____."

You may optionally also add "in-line" comments throughout the instructional ladder sections of the module to draw specific attention to comments you have at certain points.

Pair-wise Consensus Scoring

In this section, you will find more detailed guidance on how to complete a consensus review with your partner.

Step 1: Submit your individual review
After you have completed jurying the module's teaching task (all four dimensions and holistically) and the module's instructional ladder (all three dimensions and holistically), review your work to make sure it is a complete and accurate reflection of your assessment of the module. Carefully review your comments and ensure they are clear and constructive. You may want to refer to the *Ten Principles for Jurying LDC Modules* and ensure that your review reflects those principles.

Then, you can submit your review. In LDC CoreTools, clicking "submit" on your review does *not* make your individual review available to the module authors. In fact, your individual review will not ever be shared with the module authors or with the LDC partner who submitted the module on behalf of its authors.

However, your jurying partner will gain access to your review, and you will gain access to your partner's individual review (provided that he or she has completed and submitted that review).

Step 2: Compare scores for each dimension
You and your partner should view each other's individual reviews. Compare scores for each dimension, noting where you agree and disagree. Treat agreements as settled scores you don't need to discuss in detail.

Step 3: Engage in a conversation with your jurying partner

Step 4: Begin a consensus review in LDC CoreTools

If you and your partner determine that one of your existing reviews contains much of the scoring and commenting that you both want to include in your consensus review, one of you can begin the consensus review from your jurying queue in LDC CoreTools by making a copy of that review—this will save you time, as now you will mostly be revising that review and perhaps be adding details from the other review to it. However, you or your partner may also initiate the consensus review by using a blank review.

(Both you and your partner have editing access to the consensus review. However, it is often most useful for one juror to complete the editing of the consensus review, save it, and then allow the other juror to review it and make edits before you both agree to submit it.)

Note that it may be helpful to open both individual reviews (or the summaries of those reviews) in separate browser tabs to enable you to discuss both and copy and paste as needed.

Step 5: Share evidence for each dimension where you had different individual scores

For each disagreement, share the evidence you each saw as important.

Step 6: Seek agreement on each dimension where you had different individual scores

See if you can reach consensus on how each dimension should be scored. Consensus means that you come out of the process saying, "I can support each score show" and your partner says the same thing. Do listen closely to your partner's evidence and see if your thinking shifts. Do explain the evidence that led to your thinking, and see if your partner's view changes. Be open to the possibility that you will <u>both</u> shift, noticing things neither of you considered fully when scoring individually.

If you still have different judgments about the right scores or feedback after a full discussion, ask LDC to find a third juror to resolve the issue. Please do not allow your partner's view to be entered even though you still disagree, or allow your own score to be entered when you know your partner still thinks it is wrong. It is not consensus if you cannot <u>both</u> say, "I support that score."

Step 7: Create shared comments

Revise the comments to match your consensus scores and include explanations and recommendations that make sense to both of you.

Step 8: Submit your consensus review

After both jurors carefully review your consensus work and both agree that it is ready to be submitted, click "Submit Review." LDC will check your consensus review to ensure that it is complete and that it reflects LDC jurying principles. You and your partner will be contacted in the event that there are any questions. Then, your consensus review—not your individual reviews—will be shared directly with the module authors or with the LDC partner who submitted the module on behalf of the module authors.

LDC APPENDIX A: Basics of the National LDC Jurying Process

KEY JURYING FEATURE	WHICH MEANS THAT AS JURORS, YOU ARE ASKED TO:
EVIDENCE-BASED	Read the module closely and identify specific features that lead to each of your rating decisions. Add explanatory comments if you think the module authors may not be able to tell which passage led to your rating.
COMMON CRITERIA	Apply the LDC Jurying Rubric's language carefully as you score. If you are unsure about what a phrase means, apply your best judgment and be ready to discuss that judgment with your jurying partner. Avoid applying criteria that are not listed in the rubric, even if you consider those factors to be valuable elements of good instruction. Aim for each score to reflect the indicators listed in that one section of the rubric. That is, try not to be influenced by your initial or overall impression of whether other parts of module are weak or strong.
PREPONDERANCE OF EVIDENCE	Focus on the strength and quality of evidence rather than quantity alone: make professional judgments about which evidence should get the greatest weight. Preponderance can mean that single major problem justifies a *Work-in-Progress* score. Page 8 of the Handbook shares examples of that kind of ***fatal flaw***.
PAIR-WISE CONSENSUS	You must complete your individual review before working with your partner. You or your partner can view each other's individual reviews, and then begin a consensus review by copying one of your individual reviews or by starting from scratch. Discuss anything you scored differently, sharing evidence and seeing if you can arrive at agreement about what score is most appropriate. Ask for an additional juror to score that part of the module if you do not agree after full discussion.
ACTIONABLE FEEDBACK	Address comments to the module authors, writing with respect for the work they have put into it and appreciation for their willingness to let you and other LDC practitioners see their designs. Recognize the most important strengths in each dimension, in the task as a whole, and in the ladder as a whole. For any *Work-in-Progress* indicators, add enough explanation to allow the authors to see the problem. When you can, offer suggestions for changing those flaws. When appropriate, identify ways the module can be made stronger. Avoid offering assurances that particular changes will lead to higher jurying scores. For example, please do not include phrases like "To revise to *Good-to-Go*, do _____," or "This dimension can become *Exemplary* if you _____." Instead, introduce suggestions by noting that specific changes could strengthen the module.

LDC APPENDIX B: LDC Juror Training Materials

Whether you are seeking access to training materials related to LDC jurying as a refresher following a training you received, or to make use of those materials to coach or train others yourself, you can find access to those materials here.

Additionally, you can access the 15-minute screencast provided to LDC jurors-in-training to help them prepare to use LDC CoreTools for jurying here.

Finally, visit the LDC.org "National Jurying" home page to find information about national jurying deadlines, how to submit modules for national jurying, and other useful information related to the national jurying process.

LDC APPENDIX D: Paper Version of the LDC Jurying Rubric

You can find the most up-to-date full "paper" versions of the LDC Jurying Rubric here:

- LDC Jurying Rubric (2014-15) -- *PDF Version*
- LDC Jurying Rubric (2014-15) -- *MS-Word Version*

LDC APPENDIX E: Ten Principles for Jurying LDC Modules

Whether to use as a reference while engaging in formative jurying of colleagues' modules, during national jurying, or to have available as a coaching or training tool, click here to access the Top Ten Principles of LDC Module Jurying.

Appendix D

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